



MOUNT NOTRE DAME

Empowering Young Women

AP SUMMER ASSIGNMENT – 2020-2021 ACADEMIC YEAR

AP EUROPEAN HISTORY – MRS. SCHILDKNECHT

Advanced Placement European History is a subject like none other. While AP American History is the study of one country and its short (when one thinks of other nations) though important history and AP World History examines broad themes that link various civilizations throughout the course of history, AP European History is an examination of the political, cultural, social, diplomatic, military, economic, and religious developments that affected not only those who resided in both eastern and western Europe but also, due to imperialistic machinations, peoples in other parts of this planet as well. While broad themes are important, emphasis is placed on knowledge of all the aforementioned forces in the following countries: Great Britain; France; Russia; the great mass of central Europe that would eventually become a unified Germany; the Hapsburg Empire and its offspring nations; the Ottoman Empire; the Italian peninsula which like central Europe would only realize nationalistic aspirations in the last quarter of the 19th century; and to a lesser extent Spain, Netherlands, and the Scandinavian countries. Beginning with the Renaissance and continuing through the first decade of the 21st century, the AP European student is expected to have a knowledge and understanding of these developments and how individual peoples and nations were affected. It is no small task and one at which many scholars have and continue to devote their lives to understand.

For your summer assignment, you are required to attempt such a synthesis though on not quite so large a grand scale. You will be looking at one period – the 19th century through the eyes of a novelist of the period. You are to select a novel written by a 19th century European novelist (attached are a list of authors). I expect you to READ the novel that you choose – not use Cliff Notes, Spark Notes, Classic Comic Books or any other electronic or printed shortcut/summary in the place of reading the novel. You MAY consult these aids for clarification purposes as most 19th century novels, by definition, are often unwieldy affairs with many characters who can be hard to keep straight with many story lines that can make it difficult. Such aids therefore, help one in understanding but should not replace (nor can they) the intricacies of the story that help one understand the issues that novelists of the period tried to comprehend and explain. You should plan on reading the novel twice during the summer (more on the reasons for that below). Once you have read the novel the first time, you should select a character from the novel (does not need to be the protagonist) that is emblematic of the period. You will need to explain the forces that caused him/her to act as he/she does. You need to discuss what options were available to such a person during the period in question. Would those same forces be at work in the 21st century? Is so, why? If not, why not?



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This assignment will be completed as a power point that will be presented beginning the first full week of classes. (I will set the date when I get the calendar). You are also to choose two European paintings (or some other visual art form) from any period from the Renaissance to the 21st century (remember, it must be European) to portray the character and forces that have acted upon him/her. These need to be a part of your power point and you must explain why you have chosen those art works and give a little background on the artist and his style (Baroque, Classical, Romantic, etc.) Also, there needs to be at least one, though two would be better, musical pieces that fulfill the same requirements as the visual art requirement. Please remember that the composer MUST be European and that the work chosen must be from the classical repertoire (not rock concert music). You can consider a piece of music that summarizes the novel or provides a theme for the action of the book. (For instance, if one was doing this for US History and had chosen the book *Little Women* by Louisa May Alcott, one might choose a piece by the American composer Charles Ives who tried to weave dissonant sounds (Alcott's attempts to forge her own life on her terms) with the religious hymns (representing the accepted standards of the place of a 19th century woman) to demonstrate the turmoil that marked the character Jo in her novel. When you present in class you may use one notecard to assist you in your oral presentation (this will be turned in at the end of your presentation). You should also include a typed bibliography (turned in with your note card) though your final slide in your power point should be that same bibliography. This should be done in MLA format. Every student should be prepared to present the first day that presentations are due as I will select students to present in random order.

This assignment will be worth 100 points (a test grade). All students should select their novel/author no later than June 30th. You are required to send me an email notifying me of your choice no later than that date. Please send the email to my school address: cschildknecht@mndhs.org. No student will use the same author and so therefore no student will be reading the same novel. Therefore, the earlier that you make your selection, the greater the likelihood you will have that author/book. The goal is for everyone in the class, because of these presentations, to have a greater knowledge of the European novelists of the 19th century; European art and music; and an understanding of the main issues that confronted intellectuals of the period.

The most difficult part of any assignment is where to begin. Below is a short list of European novelists, though by no means comprehensive. You will notice that it tends toward British writers, but one should not feel restricted to only those I have listed. If you are unsure of an author or work, check with me. You cannot choose a book that you have read for an English class at MND. The goal is for you to expand your horizons.



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Charles Dickens
Sir Walter Scott
Charlotte Bronte
Olive Schreiner
Benjamin Disraeli
Joseph Conrad
Lewis Carroll
Jane Austen
Anthony Manzonni
Honore de Balzac
Gustav Flaubert
Charles Baudelaire

Ivan Turgenev
George Elliot
Fyodor Dostoevsky
Anthony Trollope
Leo Tolstoy
Thomas Hardy
Emile Zola
Rudyard Kipling
Henrik Ibsen
George Sand
Robert Louis Stevenson

This is NOT an assignment that one can delay starting until August. This is an assignment that requires much reflection in addition to reading and research. One needs to read the novel twice, as mentioned earlier. First reading should be as a story (much as a person in the 19th century would have read the novel – Dickens wrote his novels in serial form with weekly installments published – if you think about how each chapter begins and ends, one can see that generally each chapter ends with a cliff-hanger of sorts – to make the reader anticipate the next installment). The second reading should be in-depth, thinking about characters and the issues they are confronting. Also, be exploring as you read, the European music and artistic genre. This will help prepare you for the task you will be undertaking next year as you study AP European History. This will require time and dedication. The student who is willing to commit the effort and carve out periods for honest reflection will be the student who will gain a deeper understanding and appreciation for Western civilization. You can always email me with questions or if you want to discuss the book/characters/music/art I will set up a discussion board link for that purpose.

Briefly, here is a quick summary of the assignment.

1. Choose a novel from a 19th century European author (the work must be published in the 19th century)
2. Submit selection by June 30th for approval – email Mrs. Schildknecht at cschildknecht@mndhs.org
3. June-July read novel first time
4. July-August read novel second time and work on power point presentation (music and art that illustrate and illuminate character and forces operating on that character as well as choices the character would/would not face in the 21st century)



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5. Mid- August – revise/finalize power point presentation, prepare notecard and complete bibliography
6. End of August – in class presentation

If at any time during the summer, you have a question or there is something with which you are struggling DO NOT HESITATE to email me. Unlike many summers, I will be in the US all summer, so I am easily available for help. My desire is that every student find this a rewarding experience so if you encounter difficulties, do not despair, email me so that I can help you. One should look at the relevant chapters in the text that I will give you (an old AP book that we will not be using next year – our new texts will not be in until the start of school).

Additionally, all students should skim the section of the book dealing with the late Middle Ages (Black Death). One can read the introduction and summary of the chapter before the beginning of the Renaissance. You will need to pick up a copy of the book from the office this summer.